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I, LEANNE MYNOTT, MANAGER EXAMINATION SUPPORT AND SALES hereby certify that annexed is a true copy of the Provisional specification in connection with Application No. 2004900925 for a patent by CURTIR HOLDINGS PTY LTD as filed on 25 February 2004.

COMMONWEALTH OF AUSTRALIA
AUSTRALIA
PATENT OFFICE

WITNESS my hand this
Seventeenth day of March 2005

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FORM 9

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Patents Act 1990

PROVISIONAL SPECIFICATION FOR THE INVENTION ENTITLED:

"SYSTEM FOR CODING ALPHABET PRONUNCIATION"

This invention is described in the following statement:

SYSTEM FOR CODING ALPHABET PRONUNCIATION

TECHNICAL FIELD OF THE INVENTION

THIS INVENTION relates to a system for coding letters in an alphabet for word pronunciation.

BACKGROUND OF THE INVENTION

The English language is recognised as the main language for global business communications. It is therefore a popular aim to learn to read and speak English. However, it is difficult for most people, especially people whose first language is non-English, to learn to pronounce the English words. The reason is due to discrepancy in sounds of letters used in the English words, and there are no set rules providing guidance to use the appropriate letter sounds in particular words.

Although English words are spelt with one or more of the twenty six letters of the English alphabets, the sounds of the letters within the words vary in what appears to be a random manner. The alphabet is usually taught by introducing students to the spelling sounds (hereinafter referred to as the capital letter case sounds) of the letters. The sounds of the letters (hereinafter referred to as the lower case letter sounds) in words are, however, generally different from the spelling sounds. Moreover, the sounds of the same letters in a word can vary depending on positions and context. Two or more letters are sometimes blended together in one sound which may also vary depending on positions and context. A considerable number of the English words are words originated from other languages (borrowed words). Some of these borrowed words are spelt in English but pronounced in the original foreign language sounds which are not found in the English sounds, while others of the borrowed words are spelt and pronounced in the English sounds. As the sounds of letters in words do not follow particular rules, students have difficulties recognising appropriate sounds to be used when reading and speaking English.

The applicant has observed that because of the random variations in letter sounds, "rote learning" remains the main process of teaching English. That is, students are taught by repeating sounds made by a teacher and by practising in private. This process is thus based on retention of the sounds in memory and repeated practice. Only students with good memory retention capacity and personal instructions would achieve reasonable level of reading and speaking skills by learning through this "rote learning" process. As most people do not have a good memory and people who are learning English as a second language have little opportunity to communicate in English, the success rate of students acquiring reasonable level of reading and speaking English is quite low.

OBJECT OF THE INVENTION

An object of the invention is to substantial alleviate or to reduce to a certain level one or more of the prior art disadvantages.

SUMMARY OF THE INVENTION

In one aspect therefore the present invention resides in a system for coding letters in an alphabet for word pronunciation. The system includes a first code indicator for association with one or more letters for indicating a lower case letter sound, a second code indicator for association with one or more letters for indicating an upper case letter sound, a third code indicator for association with one or more letters for indicating a silent letter sound, and a fourth code indicator for association with one or more letters for indicating use of a sound varying from the sound represented by the lower case or upper case letters.

The first code indicator may be associated with two or more letters for indicating blending of the sounds of the associated letters. The second code indicator may also be associated with two or more letters for indicating blending of the sounds of the associated letters.

The first code indicator can be positioned in between adjacent letters for indicating blending of the sounds of the adjacent letters. It is preferred that the first code indicator is a dot (.) sign positioned adjacent to the associated letter(s).

The second code indicator may be extendable for association with two or more letters for indicating blending of the sounds of the associated letters. It is also preferred that the second code indicator is a dash (-) sign positioned adjacent to the associated letter(s).

The third code indicator may also be extendable for association with two or more letters for indicating a silent sound of the associated letters. It is preferred that the third code indicator is a box (-) sign positioned containing the associated letter(s).

The fourth code indicator may be extendable for association with two or more letters for indicating use of a sound varying from the sounds represented by the lower case or upper case letters(s). In preference, the fourth code indicator has a variation sign for indicating that the associated letter(s) is for a sound varied from the lower case or upper case letter sounds of the associated letter(s), and a variation symbol for indicating a predetermined variation sound. The variation sign may be in the form of a tilda (~) sign. The variation symbols for indicating variation sounds may include lower case letters for indicating corresponding lower case letter sounds, upper case letters for indicating corresponding upper case letter sounds, and numerals for indicating other sounds. In one form, the numerals include "1" for the "aow" sound, "2" for the "ar" sound, "3" for the "er" sound, "4" for the "OOe" sound, "5" for the "Or" sound, and "6" for the "ou" sound.

The lower case letter sounds may include the sounds for "a", "b", "c", "ch", "d", "e, "f", "g" "h", "i", "j", "k", "l", "m", "n", "o", "p", "q", "r", "s", "sh", "t", "th", "u", "v", "w", "x", "y", and "z". The upper case letter sounds may include "A", "B", "C", "D", "E, "ef=F", "G"

"Ach=H", "I", "ja=J", "kA=K", "el=L", "em=M", "en=N", "O", "P", "Cu=Q", "ar=R", "es=S", "T", "U", "V", "dbl U=W", "ex=X", "wI=Y", AND "zed=Z".

In another aspect therefore the present invention resides in an alphabet sound card including corresponding lower case letters and upper case letters arranged in groups, and variation sounds, indicated according to the above described the system. The card may also include pictorial means and/or words for guiding sounds to be used for the letter(s). For example, a pictorial of an ant and the word"ant" are associated with the lower case letter "a" for indicating that the letter has the sound like that in the word "ant". Similarly, the mathematic representation of the numeral "eight" and the word therefor are associated with the upper case letter "A" for indicating that the letter has the sound like that in the numeral "eight".

In a further aspect therefore the present invention resides in a booklet including words and letters in one or more of the words being arranged according to the above described the system.

In another further aspect therefore the present invention resides in a computer program including means for generating words formed with one or more letters, and means for associating the letter or letters of each of the words with a code indicator(s) according to the above described the system. The computer program may also include sound generating means arranged to generate an appropriate sound signal for the or each of the associated code indicator.

In yet another further aspect therefore the present invention resides in an electronic device including a visual display unit, storage means, and processing means. The computer program as described is stored in the storage means and the processing means is arranged to generate words in respond to instructions from the computer program and to display the generated words on the visual display unit. The processing

means may be arranged to cause an audio arrangement to produce sounds in accordance with the generated sound signals from the sound generating means.

The system of the present invention may be adapted for use with any other language that can be written in scripts.

BRIEF DESCRIPTION OF THE DRAWINGS

In order that the system of the present invention can be readily understood and put in practically effect the description will now refer to the accompanying drawings which illustrate non-limiting embodiments of the present invention and wherein:-

Figure 1 is a key phonetic chart showing the indicators for an embodiment of the system according to the present invention;

Figures 2A and 2B show an embodiment of the alphabet sound card according to the present invention;

Figures 3A and 3B show an embodiment of the representations of the vowels according to the system of the present invention;

Figures 4A and 4D show an embodiment of the representations of the consonants according to the system of the present invention;

Figure 5 shows examples of the applications of the system of the present invention to numerals and units;

Figures 6 and 7 are respective instructions for teachers and students who use the system according to the present invention; and

Figure 8 shows selected pages of an embodiment of the booklet according to the present invention.

DETAILED DESCRIPTION OF THE DRAWINGS

Referring to the drawings and initially to Figure 1 there is shown a key phonetic chart 10 that is arranged to provide guidance of the use of the sound indicators 12 to 18 according to the system of the present invention. The first indicator 12 for a lower

case letter sound is represented by a dot (.) sign, the second indicator 14 for an upper case letter sound represented by a dash (-) sign, the third indicator 16 for a silent letter represented by a box sign, and the fourth indicator 18 for a variation sound by a tilda (~) sign. As can be seen, the dot sign can be placed in between two lower case letters such as in the word birth for indicating blending of the sounds of "t" and "h". Similarly the box sign 16 can be extended to indicate two or more letters with a silent sound, such as the "gh" in the word caught. The tilda sign can also be extended to indicate blending of the sounds of two or more letters, such as "gh" in the word draught. The tilda signs are associated with a lower case letter or an upper case letter or a numeral when there is no corresponding sound in the lower and upper case letters. In the chart as shown, there are six numerals for use with the tilda signs. The numerals can be extended for other sounds not found in the chart 10. The chart also shows the lower case letters and the upper case letters.

Figures 2A and 2B show an embodiment of the alphabet sound card 20 according to the present invention. The sound card 20 has corresponding lower and upper case letters grouped in boxes 22. The lower case letter in each of the boxes 22 is associated with the first indicator 12 and the second indicator 14. The boxes 22 also have the letters in different fonts for indicating that the letters can be represented in different fonts. Boxes 24 are provided for the indicators 18 the six variation sounds not amongst the sounds of the letters. The boxes 24 has relevant pictorials 26 and words 28 for guiding a user to use the appropriate sound.

In Figures 3A and 3B the vowels as represented are associated with a dot 12 or a dash 14 depending on whether are lower case letter sound or upper case letter sound. The vowels are also associated with relevant pictorials 26 and words 28. The relevant pictorials and the words are for guiding a user ti use the appropriate sounds. A number

of other words that incorporate the same sound for each of the vowels are also provided for students to practise the sound.

In Figures 4A and 4D the consonants are arranged in a manner as for the vowels shown in Figures 3A and 3B.

In Figure 5 numerals and units of mathematics are represented in words and numeral representations. Each of the sounds for the number words are associated with any of the relevant indicators 12 to 18.

Figures 6 and 7 are respective examples of instruction sheets for a teacher to teach and a student to learn English sounds in accordance with the system 10 of the present invention.

Figure 8 shows pages 1 and 2 of the booklet entitled "Sports Day" Drama 2 created by the inventor. The words in the booklet are associated with the indicators 12 to 18 according to the system 10 of the present invention.

Whilst the above has been given by way of illustrative example of the present invention many variations and modifications thereto will be apparent to those skilled in the art without departing from the broad ambit and scope of the invention as herein set forth.

DATED this 25th day of February 2004

CURTIR HOLDINGS PTY LTD
By their Patent Attorneys
INTELLEPRO

Key Symbol Chart

10

dot ◌ = dot under letter means 'lower case' sound. ◌ Placed between letters, then blend the 'lower case' letter sounds.

dash ▭ = DASH UNDER LETTER MEANS CAPITAL LETTER SOUND, BLEND WHEN EXTENDED.

square □ = when a square surrounds a letter/s, then no sound from that/those letter/s

tilda ~ = e f = letter change — match numbered tilda for new sound

aow

1

cow

fowl
round
proud
sour

12

ar

draft
draught
doctor
path

2

dollar

er

early

18

pleasure
birth
occur

3

purple

person

ooe

14

lure
snooze
soup
threw
true

16

4

blue

noodles

alphabet

or

ball
caught
court
talk

5

claw

ou

took
could
bush
push

6

cushion

"lower case letters"- a b ç ch d e f g h i j k l m n o p q r s sh t th u v w x y z- "CAPITAL LETTERS"- A B C D E ef=F G ACh=H I jA=J kA=K el=L em=M en=N O P Cu=Q ar=R es=S T U V dbl.U=W ex=X WI=Y zed=Z

Fig. 1

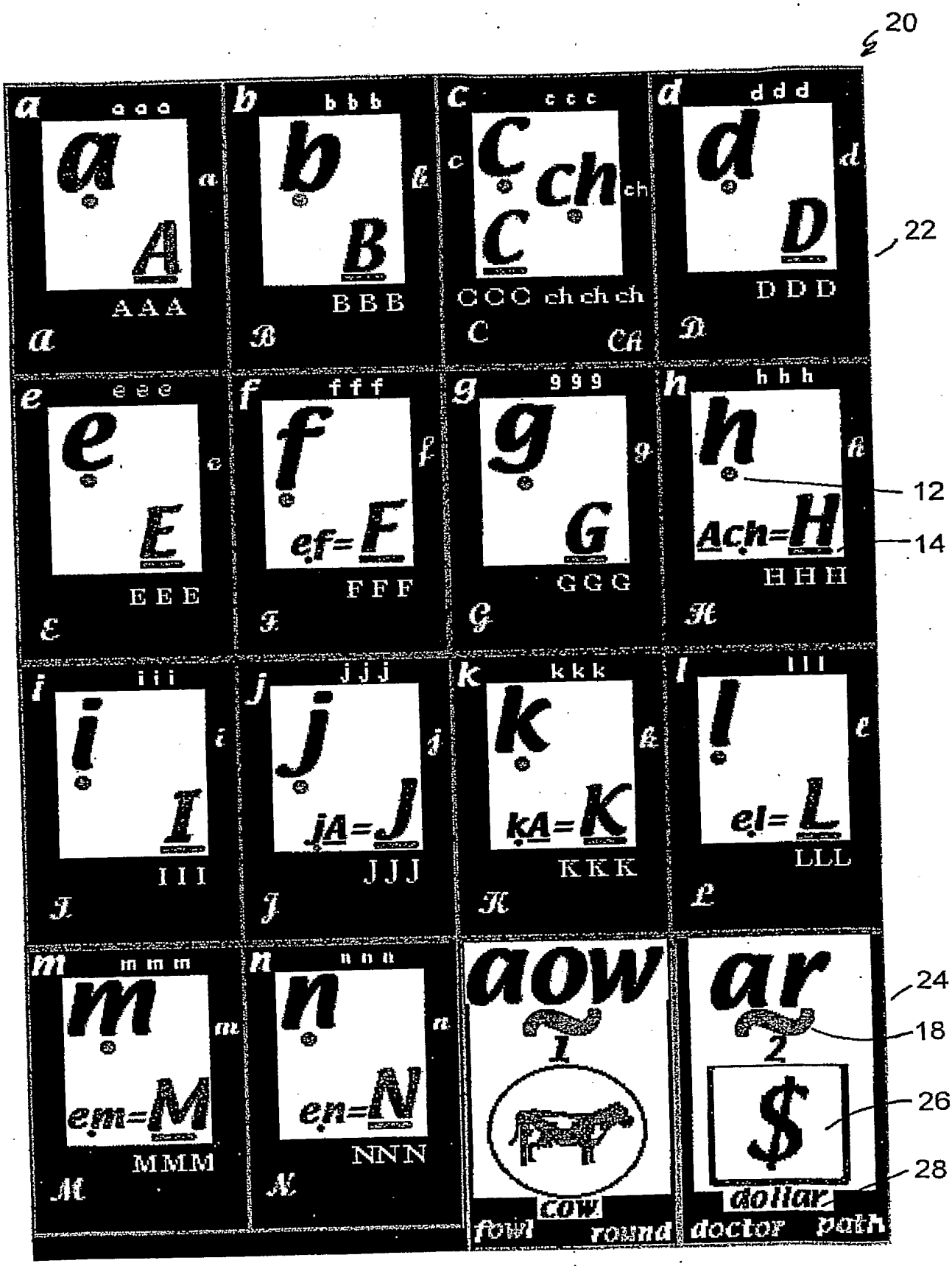

20
22
12
14
24
18
26
28
a aaa
A
AAA
b bbb
B
BBB
c ccc
ch
C
CCC ch ch ch
d ddd
D
DDD
e eee
E
EEE
f fff
ef=F
FFF
g ggg
G
GGG
h hhh
Ach=H
HHH
i iii
I
III
j jjj
jA=J
JJJ
k kkk
kA=K
KKK
l lll
el=L
LLL
m mm m
em=M
MMM
n nnn
en=N
NNN
aow
1
cow
fowl round
ar
2
$
dollar
doctor path

Fig. 2A

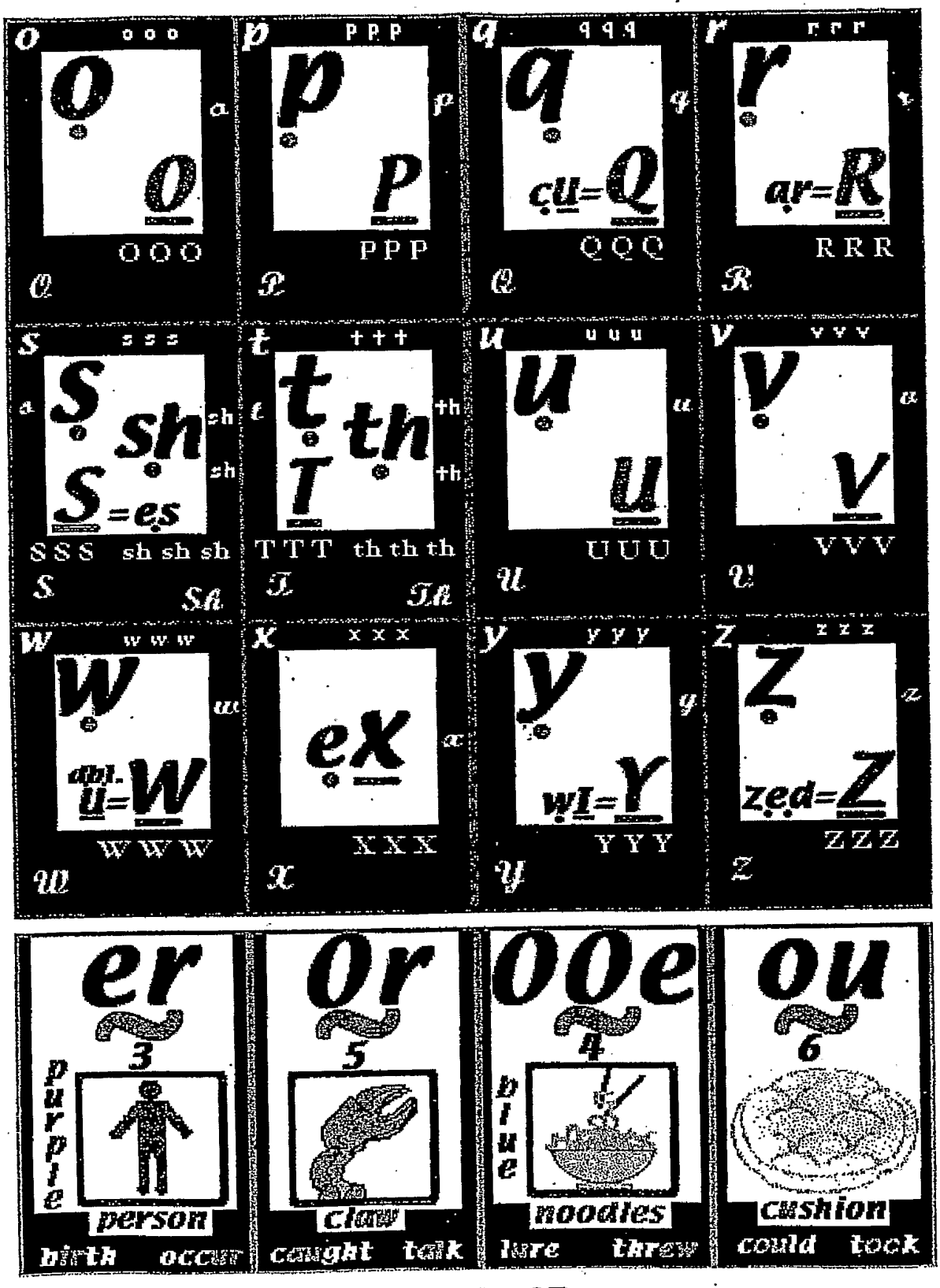
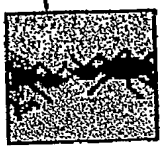

o ooo
o
a
O
OOO
p PPP
p
P
PPP
q qqq
q
cu=Q
QQQ
r rrr
r
ar=R
RRR
s sss
S
sh
S=es
SSS sh sh sh
t ttt
t
th
T
th
TTT th th th
u uuu
u
U
UUU
v vvv
v
V
VVV
w www
w
dbl. U=W
WWW
x xxx
eX
x
XXX
y yyy
y
wI=Y
YYY
z zzz
z
zed=Z
ZZZ
er
3
purple
person
birth occur
Or
5
claw
caught talk
OOe
4
blue
noodles
lure threw
Qu
6
cushion
could tock

Fig. 2B

Vowels

26



12 — ants — 28

a

1 act account alone amount apple

2 crack fact hat matter rap

3 rapt snap trap stack trance

4 preamble react reapply

A **8**

14 — eight

1 ace age ape able ache Amy

ancient apricot April

2 freight plague vague

3 day game play state take

4 wait prey

e

egg

1 echo edit effect eject elect elf

else empty energy ethics

2 exact excite exercise export

3 bed bled fed

4 head tread said any

5 aerate aerial aerobic

E

1 eat equal equip even evil

2 meet believe see free key me

3 beach beat flea please tea

4 bony cookies money rocky

Fig. 3A

Vowels

i

igloo

1 if in it ill imp ink issue itself
2 bit bring fit mix system trick
3 ignore inside improve image
4 calling hopping hoping skiing

I

ice

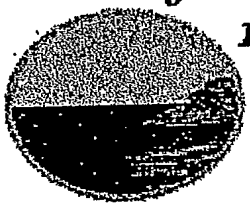
1 icon idol iron isolate item
2 excite kite
3 buy cry try height light sigh

o

octopus

1 object occur of office oxygen
2 clock cloth hot lot rock stop

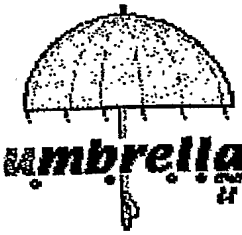
O



ocean

1 oat obey only open over owe
2 broke cosy float post toast
3 blow dough crow though

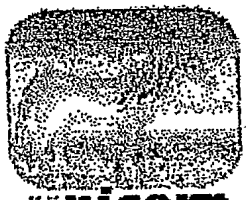
U



umbrella

1 ugly uncle under up until
2 but gutter mud put such
3 dove glove blood flood
4 enough rough tough

U



unicorn

1 union use usurp usual you
2 blue cute Luke mule tune
3 beautiful fruit suit

Fig. 3B

CONSONANTS

26

b us

28

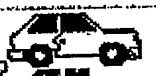
12

bat bell bike book

B ee

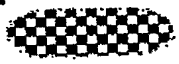
baby Beach Believe Brief

14



C ar

carry clear corn cut



Check chat chip chocolate church

kas c = kayak keen king kookaburra

Circle

Cent City Citrus Cycle

dog

deaf debt dive dove dug

Deer

Decode Defer Design

gas j = giant germ gel gym gyro

g o

great gift garden good gut

Genie

Geode Genus Geology

Fig. 4A

CONSONANTS

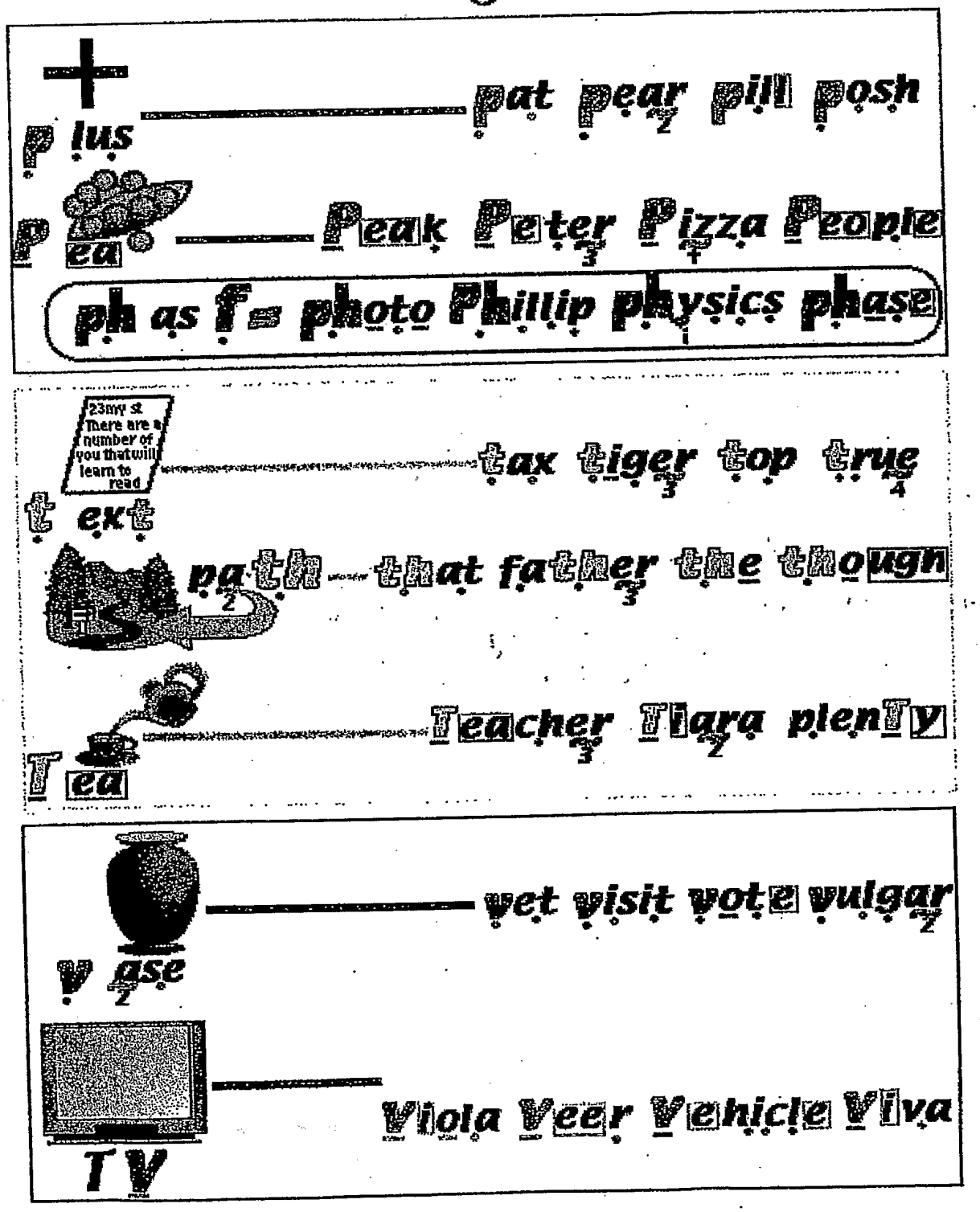


Fig. 4B

CONSONANTS

ef= F 
f ish

fat feet
food fur

ph as f = photo physio sphere

Ach = H 
h ouse

hall heap
hit huddle

jA= J 
j ewel

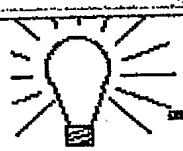
jam jingle
joy jump

g as j = giant gel gem gym

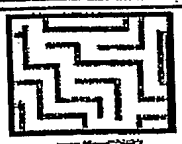
kA= K 
k anga roo

kite keel
koala kung-fu

c as k = cat Celt crypt come

el= L 
l ight

lava leg
local lunar

em= M 
m aze

medal milk
mobile mud

en= N 
n ail

net nil
north nugget

Fig. 4C

CONSONANTS

cu = Q

Queen

qi quack

quiet quota

ar = R

Rock

radio recycle

riddle ruin

es = S

Sand

sea signal

sonic super

c as s = cell certain icing civil

sh ell

sharp ship shop shut

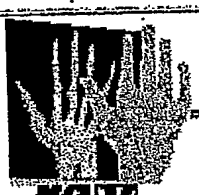
dbl u = W

Witch

wage week

wild wood

ex = X



X - ray

axe exit

example mix

wi = Y

yacht yin

yoga yule

y ellow

zed = Z

Zebra crossing

zany zigzag

zoo zulu

Fig. 4D

NUMBERS

one = 1 | (X)ten = 10 un un

two = 2 || Xtwenty = 20 un un un un

three = 3 ||| Xthirty = 30 un un un un un un

four = 4 |||| Xforty = 40 un un un un un un un un

five = 5 un Xfifty = 50 un un un un un un un un un un

six = 6 un | Xsixty = 60 un un un un un un un un un un un un

seven = 7 un || Xseventy = 70 un un un un un un un un un un un un un un

eight = 8 un ||| Xeighty = 80 un un un un un un un un un un un un un un un un

nine = 9 un |||| Xninety = 90 un un un un un un un un un un un un un un un un un un

zero = 0

hundred = 100

thousand = 1,000

million = 1,000,000

millimetres 1,000mm

centimetres 100cm

metres 1m
1,000m

kilometres = 1km

milligram 10,000mg

kilograms 1,000kg
=2.2046 lb

square metres 10^2=100

cubic metres 10^3=300

1st = first 2nd = second 3rd = third

Fig. 5

Sound Advice

by Zil Nettil

The Actual Alphabet

The English language is difficult to decipher when learning to read as:
Only 7 of the Capital Consonants have a letter sound that could be used on its on merits. The other Capital letters are a combination of lower case letter sounds with the occasional Capital vowel sound added.
When melding letter sounds, how does a student know what sound to make when: a word is usually a combination of both lower and Capital letter sounds. Then some combinations do not match any other letter sound that's contained within both alphabets. And also, many letters written within some words, do not make an actual sound contribution to the word.

We begin with the sounds of the "actual alphabet":

'vowels' a e i o u A E I O U

and

'consonants' b B c ch C d D f g G h j k l m n p P q r s sh t th T v V w x y z

Every 'lower case' letter has a unique sound, & should always have priority over the 'upper case' letters. As only 7 of the 'CAPITAL CONSONANTS' have a sound that can be used in this spoken language.

The "other CAPITAL consonants,"

ef= F ACh= H jA = J kA= K el= L em= M en= N cU= Q
ar= R es= S dbl.U= W ex = X wI= Y zed= Z

Are mainly used for visual purposes, as in:
recognising the importance of a word,
for example; Australia, = a country
Mr Peter and Dr Susan Long
= people and their 'titles'.

Or for :– emphasising word/s = RUN SCREAM

and for

sounding out letters singularly.

Fig. 6

Before the vowels and consonants are memorised by visual/tactile sound association, use the 'new alphabet cards' when learning the letters.

Each sound of the alphabet could be described as either short or long. And to help those reading for the first time, additional symbols have been added.

For the 'short' sounds, a dot under the letter/s will signify that a 'lower case' letter sound is to be made. for example; b̤ṳt or b̤ṳt

the dots placed between the letters, tell the reader to 'meld' those letter sounds into one sound.

For the 'long' sounds, a dash under the letter/s will show that the 'capital letter' sound is to be made, for example; g̲r̲e̲e̲d̲ or g̲r̲e̲e̲d̲

the dash joined between the letters, tell the reader to 'meld' those letter sounds into one sound.

Letters that are silent - do not sound within a word– although the letter is written there. When a ☐ is placed around the letter/s it means it is silent.

For single or combined letter sounds; that are not written as they sound, - a warning 'tilda' will show the correct letter sound - for example p̤r̤e̤y̤ (4) s̤k̤y̤ (1)

If the sound cannot be replaced with a letter from the alphabet,— then six separate numbers denote where they can find the 'sound needed' to say the complete word.

a̤o̤w̤ (1,1) = o̤w̤! (1,1) a̤r̤ (2,2) = b̤a̤n̤a̤n̤a̤ (2,2) e̤r̤ (3,3) = f̤i̤r̤s̤t̤ (3,3)

o̤o̤e̤ (4,4) = g̤r̤e̤w̤ (4,4) o̤r̤ (5,5) = t̤a̤l̤k̤ (5,5) o̤ṳ (6,6) = s̤h̤o̤ṳl̤d̤ (6,6)

A more detailed chart is in the 'Key Sound's Index'

Fig. 7

Settings: 12

At home, talking, while 16
eating breakfast in the
kitchen. For the 1st 14
and 3rd scenes.

At the sports field,
people are warming up,
a lot of activity going on,
during the 2nd scene.

Characters: 18

MC- Strong willed person,
who likes to win

CR- Close relative who
lives with them

YR- Younger relative
who idolises MC

G- Gardian of the house
and mediator

TL- Team leader of
MC's sport's team

B- Bully who is about to
compete with MC

Fig. 8